



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program in Indonesian Language and Literature**  
**Education**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Philological Research	8820102099	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>
	.....		.....		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>
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<b>PLO-6</b>	Be a citizen who is proud and loves the country, respects cultural diversity, works together, and has high personal, social and environmental sensitivity
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<b>PLO-8</b>	Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature
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<b>PLO-11</b>	Able to speak and write about Indonesian language and literature in everyday/general, academic and work contexts; and able to use one of several regional languages
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**Program Objectives (PO)**

<b>PO - 1</b>	Mastering the basic concepts of philology: definition, objects, aims, types and benefits of philology, the relationship between philology and other sciences, and the history of the development of philology; basic concepts of philological theory: understanding manuscripts and texts, traditions of manuscript and text inheritance, techniques for determining the age of manuscripts, transliteration and transcription of texts, methods of text criticism, methods and procedures for ancient and modern/oral philological research; through face-to-face activities, training, structured assignments, independent study, to produce papers, oral philology recordings, and transliterations/transcriptions to be presented in class discussions and exhibitions/department works
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<b>PO - 2</b>	Mastering the basic concepts of philological theory: understanding manuscripts and texts, traditions of manuscript and text inheritance, techniques for determining the age of manuscripts, transliteration and transcription of texts
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<b>PO - 3</b>	Mastering text criticism methods, ancient philological research methods, modern/oral philological research methods, ancient philological research procedures, modern/oral philological research procedures
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**PLO-PO Matrix**

		P.O	PLO-6	PLO-8	PLO-11
	PO-1				
	PO-2				
	PO-3				

**PO Matrix at the end of each learning stage (Sub-PO)**

		P.O	Week															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																	
	PO-2																	
	PO-3																	

<b>Short Course Description</b>	Mastering the concept of philology, types of philology, objects of philology, objectives of philological research, the relationship between philology and other sciences, the benefits of philology for other sciences, history of philology, types of manuscripts, types of texts, traditions of copying manuscripts, techniques for determining the age of manuscripts, transliteration and transcription, methods of criticism texts, ancient philological research methods, modern/oral philological research methods, ancient philological research procedures, modern/oral philological research procedures through face-to-face activities, training, structured assignments, independent study to produce papers, oral philological recordings, and transliteration/transcription for presented in class discussions and exhibitions/departments of the department's work Mastering the basic concepts of philology or text science which include definitions, objects of philological research, aims and benefits and uses of philological research, the history of the development of philology in Europe, the Middle East, Asia and the archipelago, relations philology with other sciences, philological research methods, and philological research steps. Understanding the basic concepts of philology is used as a provision in carrying out research on Indonesian manuscripts, as an alternative to literary research with classical manuscripts as objects.
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References	Main :		<ol style="list-style-type: none"> <li>Baried, Siti Baroroh, dkk. 1985. Pengantar Teori Filologi. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa.</li> <li>Djamaris, Edwar. 2006. Metode Penelitian Filologi. Jakarta: CV MANASCO. Harahap, Nurhayati. 2021. Filologi Nusantara: Pengantar ke Arah Penelitian Filologi. Jakarta: KENCANA.</li> <li>Harahap, Nurhayati. 2021. Filologi Nusantara: Pengantar ke Arah Penelitian Filologi. Jakarta: KENCANA.</li> <li>Ikram, Achadiati (ed). 1997. Filologia Nusantara. Jakarta: Pustaka Jaya.</li> <li>Lubis, Nabilah. 1996. Naskah, Teks, dan Metode Penelitian Filologi. Jakarta: FKBSA Fak Adab IAIN Syarif Hidayatullah.</li> <li>Subandiyah, Heny. 2007. Filologi dan Metode Penelitiannya. Surabaya: Unesa University Press.</li> </ol>				
	Supporters:		<ol style="list-style-type: none"> <li>Fathurahman, Oman. 2015. Filologi Indonesia: Teori dan Metode. Jakarta: Kencana 5</li> <li>Mulyadi, Sri Wulan Rujati. Kodikologi Melayu di Indonesia. Jakarta: Lembaran Sastra FS Universitas Indonesia.</li> <li>Saputra, H. Karsono (ed). 2006. Tradisi Tulis Nusantara. Jakarta: MANASA. Subandiyah, Heny. 2007. Filologi dan Metode Penelitiannya. Surabaya: Unesa University Press. Subandiyah, Heny. 2015. Pengantar Teori dan Metode Penelitian Filologi. Surabaya: Unesa University Press</li> </ol>				
	Supporting lecturer		Dr. Heny Subandiyah, M.Hum. Abdul Aziz Khoiri, S.Pd., M.Pd.				
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<ol style="list-style-type: none"> <li>Students are able to explain the basic concepts of philology: meaning, objects, objectives and benefits of philological research results</li> <li>Students are able to conclude the importance of preserving old Indonesian manuscripts</li> <li>Students are able to compile a concept map about the basic concepts of philology: meaning, objects, objectives and benefits of philological research results:</li> </ol>	<ol style="list-style-type: none"> <li>Identifying old manuscripts as the result of classical Indonesian culture</li> <li>Concludes the importance of researching and preserving old Indonesian manuscripts through philology.</li> <li>Compile a concept map regarding the meaning, objects of philology, goals and benefits of philology</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Students are able to explain classical culture vs modern culture</li> <li>Students are able to conclude the importance of researching and preserving old manuscripts</li> <li>Students are able to compile concept maps about basic philological concepts: meaning, objectives and benefits of philological research results</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Problem Based Learning</p> <ol style="list-style-type: none"> <li>Orienting Students to Problems Explaining and discussing with students the importance of studying old manuscripts</li> <li>Organizing Students Students identify problems with old Indonesian manuscripts</li> <li>Guiding Student Investigations collecting various sources to answer problems and discussing in groups</li> <li>Developing, Presenting results Students outline the results of the discussion in the form of a simple paper and present them in class</li> <li>Analyze and Evaluate Problems Students conclude the results of the class discussion with the guidance of the lecturer</li> </ol> <p>2 X 50</p>		<p><b>Material:</b> 1) The importance of carrying out research on old Indonesian manuscripts; 2) Understanding classical culture vs modern culture 3) Basic concepts of philology: definition, objects, objectives and benefits of philological research results</p> <p><b>Library:</b> Subandiyah, Heny. 2007. <i>Philology and Research Methods</i>. Surabaya: Unesa University Press.</p>	30%

2		<p>1. Identifying classical culture Identifying modern culture Analyzing classical and modern culture Comparing classical and modern culture</p> <p>2. Drawing up a concept map about the basic concepts of philology (continued): the relationship of philology with other sciences, the history of the development of philology</p> <p>3. Drawing up a concept map about philology (continued): the relationship of philology with other sciences, the history of the development of philology</p>	<p><b>Criteria:</b> 1. Students are able to identify the differences between classical culture vs modern culture 2. Students are able to compile concept maps about philology (continued): the relationship between philology and other sciences, the history of the development of philology</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Problem Based Learning 1. Orient students to the problem: the importance of appreciating classical culture (continued), Discuss and identify the differences between classical culture and modern culture (continued), 2) Organize students to identify and discuss the characteristics of classical vs modern culture 3) Guide Investigation: Students collect article sources that will be used as references for making power points for presentation 4) Develop, Present the results Students create work in the form of concept maps resulting from discussions and present them to get input 5). Analyzing and Evaluating Problems: Students revise the concept map resulting from input during the 2 X 50 presentation</p>		<p><b>Material:</b> 1) Classical culture vs modern culture 2) the relationship between philology and other sciences 3) history of the development of philology in Europe, the Middle East, Asia and the Archipelago <b>Reader:</b> Baried, Siti Baroroh, et al. 1985. <i>Introduction to Philological Theory.</i> Jakarta: Center for Language Guidance and Development.</p>	10%
3	Students are able to identify philological concepts	<ul style="list-style-type: none"> <li>• Describe the meaning of philology</li> <li>• Describe the object of philology</li> <li>• Describe the aims of philology</li> <li>• Describe the benefits of philological research results</li> <li>• Identify the users of manuscripts * conclude the relationship between philology and other sciences * identify the history of the development of philology</li> </ul>	<p><b>Criteria:</b> Students are able to compose a complete mind map of the basic concepts of philology according to the creativity of each group</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Problem Based Learning 1. Orientation of Students to Problems Explaining and discussing with students the importance of studying culture, basic concepts of philology, and philological theory. 2. Organizing Students Students identify the problem of introductory philology. 3. Guiding Student Investigations to collect article sources that will be used as references for making papers 4. Developing, Presenting the results Students make work in the form of papers 5. Analyzing and Evaluating Problems Students collect the results of papers 6. Presentation Students present the results of making papers 2 X 50</p>		<p><b>Materials:</b> 1) Various definitions of philology: etymology and terms, 2) definition of philology in various countries, 3) objects of philological research 4) aims and benefits of philological research, 5) relationship between philology and other sciences, 6) history of the development of philology <b>Literature:</b> Fathurahman, Oman. 2015. <i>Indonesian Philology: Theory and Methods.</i> Jakarta: Kencana 5</p>	0%

4	Students are able to analyze philological texts	Complete explanation of philological theories and creativity in the form of mind mapping based on each group	<b>Criteria:</b> Students are able to explain philological theories completely and correctly  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50			5%
5	Students are able to classify Indonesian manuscripts	identify a catalog to compile a classification of Indonesian manuscripts and present it	<b>Form of Assessment :</b> Practice / Performance	Project based learning 1. Determining Fundamental Questions a. Convey the learning objectives as follows: "Students are able to identify philological texts b. Brainstorming with students to determine the philological text to be analyzed 2. Design and development/Design and development Determine the classical or modern philosophical texts to be analyzed3. Develop a Schedule (Create a Schedule) Create a schedule for implementing project activities 4. Monitoring Carrying out progress checks on student work results 5. Testing the Results (Assess the Outcome) Students present the results of the analysis of philological manuscripts that have been carried out 6. Evaluate the Experience Revised/Revised Give students the opportunity to revise the project based on input from lecturers and peers 2 X 50		<b>Material:</b> 1) Nusantara manuscript storage place 2) Catalogus of Archipelago manuscripts in various parts of the world 3) Classification of Nusantara manuscripts <b>Pustaka:</b> <i>Ikram, Achadiati (ed). 1997. Archipelago Philology. Jakarta: Pustaka Jaya.</i>	10%

6	Students are able to classify Indonesian manuscripts	identify a catalog to compile a classification of Indonesian manuscripts and present it	<b>Form of Assessment</b> : Practice / Performance	Project based learning 1. Determining Fundamental Questions a. Convey the learning objectives as follows: "Students are able to identify philological texts b. Brainstorming with students to determine the philological text to be analyzed 2. Design and development/Design and development Determine the classical or modern philosophical texts to be analyzed3. Develop a Schedule (Create a Schedule) Create a schedule for implementing project activities 4. Monitoring Carrying out progress checks on student work results 5. Testing the Results (Assess the Outcome) Students present the results of the analysis of philological manuscripts that have been carried out 6. Evaluate the Experience Revised/Revised Give students the opportunity to revise the project based on input from lecturers and peers 2 X 50		<b>Material:</b> 1) Nusantara manuscript storage place 2) Catalogus of Archipelago manuscripts in various parts of the world 3) Classification of Nusantara manuscripts <b>Pustaka:</b> <i>Ikram, Achadiati (ed). 1997. Archipelago Philology. Jakarta: Pustaka Jaya.</i>	5%
7	Students are able to analyze philological texts	Analyze philological manuscripts and present the results of the analysis of philological manuscripts	<b>Criteria:</b> Students are able to analyze philological texts through the stages of reading and transliterating the selected text  <b>Form of Assessment</b> : Participatory Activities	2 X 50			5%
8	Students are able to analyze philological texts	Analyze philological manuscripts and present the results of the analysis of philological manuscripts	<b>Criteria:</b> Students are able to analyze philological texts through the stages of reading and transliterating the selected text  <b>Form of Assessment</b> : Participatory Activities	2 X 50			5%

9	Students answer questions through UTS activities in the form of papers through guiding questions	Able to compose papers based on guiding questions as work and UTS grades	<b>Criteria:</b> Student papers which are answers to questions in the UTS questions  <b>Form of Assessment :</b> Test	2 X 50	Problem Based Learning 1. Orienting Students to the Problem Explaining and discussing with students regarding the types and techniques of UTS that will be implemented 2. Organizing Students Students identify all questions based on instructions for completing them 3. Guiding Student Investigations collect sources relevant to the guiding questions to be used as references for writing papers 4. Develop, Present the results Students create work in the form of papers based on guiding questions 5. Analyze and Evaluate Problems Students collect the results of the paper 6. Presentation Students present the results of the paper	<b>Material:</b> 1) basic concepts of philology 2) the importance of manuscript research 3) philological theories 4) various characters in manuscripts 5) text reading 6) transliteration, transcription and translation of texts  <b>Library:</b> <i>Subandiyah, Heny. 2007. Philology and Research Methods. Surabaya: Unesa University Press.</i>	15%
10	Students are able to read ancient script	Have text transliteration skills Have translation skills from Javanese to Indonesian	<b>Criteria:</b> Students are able to read and translate ancient texts  <b>Form of Assessment :</b> Participatory Activities	Problem Based Learning 1. Orienting Students to Problems Explaining how to read ancient script texts 2. Organizing Students Students identify ancient script texts 3. Guiding Student Investigations to collect article sources that will be used as references for writing papers Ancient texts 4. Developing, Presenting results Students create work in the form of a paper 5. Analyze and Evaluate the Problem Students collect the results of the paper 6. Presentation Students present the results of making a paper 2 X 50		<b>Material:</b> 1) Practice or practice reading sample texts from Javanese literature 2) Practice or practice translating sample texts  <b>Library:</b> <i>Baried, Siti Baroroh, et al. 1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i>	5%

11	Understanding Indonesian manuscript life in East Java	<ul style="list-style-type: none"> <li>Identify the condition of Javanese manuscripts in East Java through visits to the Mpu Tantular Museum</li> </ul>	<b>Form of Assessment</b> : Portfolio Assessment	Project based learning 1. Determining Fundamental Questions a. Convey the learning objectives as follows: "Students are able to identify philological texts b. Brainstorming with students to determine the philological text to be analyzed 2. Design and development/Design and development Determine the classical or modern philosophical texts to be analyzed3. Develop a Schedule (Create a Schedule) Create a schedule for implementing project activities 4. Monitoring Carrying out progress checks on student work results 5. Testing the Results (Assess the Outcome) Students present the results of the analysis of philological manuscripts that have been carried out 6. Evaluate the Experience Revised/Revised Give students the opportunity to revise the project based on input from lecturers and peers 2 X 50		<b>Material:</b> 1) Interview with Mpu Tantular Museum officials about the condition of manuscripts in East Java 2) Compile a report on the results of <b>the Library visit:</b> <i>Mulyadi, Sri Wulan Rujianti. Malay Codicology in Indonesia. Jakarta: FS Literature Gazette, University of Indonesia.</i>	5%
12	Understanding Indonesian manuscript life in East Java	<ul style="list-style-type: none"> <li>Identify the condition of Javanese manuscripts in East Java through visits to the Mpu Tantular Museum</li> </ul>	<b>Form of Assessment</b> : Portfolio Assessment	Project based learning 1. Determining Fundamental Questions a. Convey the learning objectives as follows: "Students are able to identify philological texts b. Brainstorming with students to determine the philological text to be analyzed 2. Design and development/Design and development Determine the classical or modern philosophical texts to be analyzed3. Develop a Schedule (Create a Schedule) Create a schedule for implementing project activities 4. Monitoring Carrying out progress checks on student work results 5. Testing the Results (Assess the Outcome) Students present the results of the analysis of philological manuscripts that have been carried out 6. Evaluate the Experience Revised/Revised Give students the opportunity to revise the project based on input from lecturers and peers 2 X 50		<b>Material:</b> 1) Interview with Mpu Tantular Museum officials about the condition of manuscripts in East Java 2) Compile a report on the results of <b>the Library visit:</b> <i>Mulyadi, Sri Wulan Rujianti. Malay Codicology in Indonesia. Jakarta: FS Literature Gazette, University of Indonesia.</i>	0%

13	Understand philological research methods	<ul style="list-style-type: none"> <li>Identify philological research methods</li> </ul>	<p><b>Criteria:</b> Summing up philological research methods</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry, Discussion, Brainstorming 2 X 50		<p><b>Material:</b> methods and stages of philological research</p> <p><b>Reader:</b> <i>Lubis, Nabilah. 1996. Philological Manuscripts, Texts and Research Methods. Jakarta: FKBSA Faculty of Adab IAIN Syarif Hidayatullah.</i></p>	0%
14	Able to prepare philological research proposals	Prepare a philological research proposal	<p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Project based learning</p> <ol style="list-style-type: none"> <li>Determining Fundamental Questions</li> <li>Convey the learning objectives as follows: "Students are able to identify philological research</li> <li>Brainstorming with students to determine the philological manuscripts that will be analyzed into research proposals</li> <li>Design and development/Design and development Determine the philological manuscript which will become a philological research proposal</li> <li>Develop a Schedule (Create a Schedule) Create a schedule for implementing project activities</li> <li>Monitoring Carrying out progress checks on student work results</li> <li>Testing the Results (Assess the Outcome) Students present the results of the analysis of philological texts that have been carried out</li> <li>Evaluate the Experience (Evaluate the Experience) Revised/Revised Give students the opportunity to revise the project based on input from lecturers and peers</li> <li>Publication Publish the results of student research</li> </ol> <p>2 X 50</p>		<p><b>Material:</b> Steps in philological research</p> <p><b>References:</b> <i>Baried, Siti Baroroh, et al. 1985. Introduction to Philological Theory. Jakarta: Center for Language Guidance and Development.</i></p>	0%



15	Able to prepare philological research proposals	Prepare a philological research proposal	<p><b>Criteria:</b> Students are able to prepare philological research proposals</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Project based learning</p> <ol style="list-style-type: none"> <li>Determining Fundamental Questions</li> <li>Convey the learning objectives as follows: "Students are able to identify philological research             <ol style="list-style-type: none"> <li>Brainstorming with students to determine the philological manuscripts that will be analyzed into research proposals</li> <li>Design and development/Design and development Determine the philological manuscript which will become a philological research proposal</li> <li>Develop a Schedule (Create a Schedule) Create a schedule for implementing project activities</li> <li>Monitoring Carrying out progress checks on student work results</li> <li>Testing the Results (Assess the Outcome) Students present the results of the analysis of philological texts that have been carried out</li> <li>Evaluate the Experience (Evaluate the Experience) Revised/Revised Give students the opportunity to revise the project based on input from lecturers and peers</li> <li>Publication Publish the results of student research</li> </ol> </li> </ol> <p>2 X 50</p>		<p><b>Material:</b> Philology research proposal</p> <p><b>References:</b> <i>Ikrum, Achadiati (ed). 1997. Archipelago Philology. Jakarta: Pustaka Jaya.</i></p>	5%
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16	Able to prepare philological research proposals	Prepare a philological research proposal		<p>Project based learning 1. Determining Fundamental Questions a. Convey the learning objectives as follows: "Students are able to identify philological research b. Brainstorming with students to determine the philological manuscripts that will be analyzed into research proposals 2. Design and development/Design and development Determine the philological manuscript which will become a philological research proposal 3. Develop a Schedule (Create a Schedule) Create a schedule for implementing project activities 4. Monitoring Carrying out progress checks on student work results 5. Testing the Results (Assess the Outcome) Students present the results of the analysis of philological texts that have been carried out 6. Evaluate the Experience (Evaluate the Experience) Revised/Revised Give students the opportunity to revise the project based on input from lecturers and peers 7. Publication Publish the results of student research 2 X 50</p>	<p><b>Material:</b> Philology research proposal <b>References:</b> Baried, Siti Baroroh, et al. 1985. <i>Introduction to Philological Theory</i>. Jakarta: Center for Language Guidance and Development.</p>	5%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	45%
3.	Portfolio Assessment	5%
4.	Practice / Performance	15%
5.	Test	15%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.